



**CORRELATIONAL STUDY BETWEEN STUDENTS' HABIT OF
LISTENING ENGLISH SONGS AND THEIR VOCABULARY MASTERY**

A Study on the Fourth Semester Students' of the English Department of
Pancasakti University Tegal in the Academic Year 2019/2020

RESEARCH PROJECT

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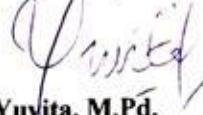
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STATEMENT OF ORIGINALITY

I state that my research project entitled **“Correlational Study Between Students’ Habit Of Listening English Song And Their Vocabulary Mastery”** is definitely my own work.

In writing this research project, I do not make plagiarism or citation which inconsistent with the scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this research project. Other opinion or findings included in this research project are quoted or cited adjusted to the ethical standard.

Tegal, July 2020

The writer,



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MOTTO AND DEDICATION

MOTTO

1. Don't measure your happiness with success. You need to decide the criteria for success by yourself. –Kim Hanbin of iKON.
2. Never explain about yourself to anyone. The person who likes you doesn't need it, and the person who dislikes you won't believe it. –Ali bin Abi Thalib.
3. Believe in yourself, you can do whatever you like if you want.

DEDICATION

This research project is dedicated to :

- My Parents (Bapak Fahruroji and Ibu Rohani) who always give me the best for everything in my live too, who always give me a strength when I'm down.
- My Brother (Irfan Panji Pramana) who always take care of me, always accompany me when I need to go somewhere.
- My Friends "Cancie Squad" who always help me when I got the difficulty.
- All of my Friends, Class "C" you guys are the best classmate , thank you for everything we spend for all the rest of semester, love you guys.
- All of people who loves me and take care of me (My big family, my friends, and my Boyfriend).

PREFACE

Alhamdulillah, praise to Allah SWT who always brings miracle and blessing, so the writer could finish this research project entitled “**Correlational Study Between Students’ Habit Of Listening English Song And Their Vocabulary Mastery**”. The writer realizes that this research project could be finished because of the guidance and advice from several parties. Therefore, in this chance, the writer would like to give her sincerest gratitude and appreciation to:

1. Prof. Dr. Fakhruddin.,Mpd, as the Rector of Pancasakti University Tegal
2. Dr. Purwo Susongko, M.Pd., as the Dean of Teacher Training and Education Faculty of Pancasakti University Tegal
3. Yuvita, M.Pd., as the Head of English Department of Teacher Training and Education Faculty of Pancasakti University Tegal
4. Drs. H. Rofiudin,M.Hum., as the first advisor, who has given advice and helpful guidance to the writer in writing this research project. The writer thanks for his kindness and wisdom from the beginning to the end of this research.
5. Dra. Hj. Sri Wardhani,M.Pd., as the second advisor, who has also given her advice and helpful guidance to the writer in writing this research project. The writer thanks for her kindness and wisdom from the beginning to the end of this research.
6. All students of English Department who have helped the writer to finish this research.

It is realized that this research project needs a lot of improvement due to the writers’ limited capability in formulating and designing a qualified research project. Therefore, the writer will highly appreciate the readers’ constructive criticism for the sake of the perfection of this research project.

Tegal, July 2020

The writer

ABSTRACT

Lestari, Ririn. 2020. 1616500061 : “ *Correlational Study Between Students’ Habit of Listening English Songs and Their Vocabulary Mastery (A Study on The Fourth Semester Students of Pancasakti University Tegal in the Academic Year 2019/2020)*”.Research Project. Strata I Program, Faculty of Teacher Training and Education, Pancasakti University Tegal, The First Advisor is Drs. H. Rofiudin,M.Hum and The Second Advisor is Dra. Hj. Sri Wardhani,Mpd.

Key words : *Students Habit of Listening English Songs, Their Vocabulary Mastery.*

The objective of this research is to know whether there is positive correlation between students habit in listening English songs and their vocabulary mastery. Listening to English songs is one of the way to learn vocabulary in fun way.

The research hypothesis, proposed there is positive correlation between students habit in listening to English songs and their vocabulary mastery of the forth semester students of English Department of Pancasakti University in the Academic Year 2019/2020.

In this research, the population is all of fourth semester students of English Department, Pancasakti University, which is totally 60 Students. The writer uses cluster random sampling technique in taking the sample of the research. The total of the sample is 30 students. The sample fill out a the questionnaire in google form after the writer has given the link by personal chat through whatsapp.

This research can be categorized as Quantitative correlation study which studies the correlation between two or more variables. In this research, the researcher examined the relationship between two variable : independent variable (X) and dependent variable. The writer analysis data by using formula of correlation product moment, score of r-count is 0,710 while score of r-table at 5% level significance is 0,361. Thus, r-count is higher than r-table ($0,710 > 0,361$). According to result of the data, hypothesis H_0 is rejected and hypothesis H_a is accepted. It means there is positive correlation between students habit listening English songs and their vocabulary mastery.

ABSTRAK

Lestari, Ririn. 2020. 1616500061 : “ *Correlational Study Between Students’ Habit of Listening English Songs and Their Vocabulary Mastery (A Study on The Fourth Semester Students of Pancasakti University Tegal in the Academic Year 2019/2020)*”. Skripsi. Program Strata I, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pancasakti Tegal, pembimbing pertama adalah Drs. H. Rofiudin, M.Hum dan pembimbing kedua adalah Dra. Hj. Sri Wardhani, Mpd.

Kata Kunci : *Students Habit of Listening English Songs, Their Vocabulary Mastery.*

Tujuan penelitian ini adalah untuk mengetahui apakah ada korelasi antara kebiasaan siswa dalam mendengarkan lagu berbahasa inggris dengan penguasaan vocabulary. Mendengarkan lagu berbahasa inggris adalah salah satu cara belajar vocabulary yang menyenangkan.

Berdasarkan landasan teori dan kerangka teoritis, maka hipotesis dalam penelitian ini dapat dirumuskan sebagai berikut, diduga ada korelasi positif antara kebiasaan siswa dalam mendengarkan lagu berbahasa inggris dengan kemampuan penguasaan vocabulary pada mahasiswa pendidikan bahasa inggris Universitas Pancasakti Tegal semester 4 tahun ajaran 2019/2020.

Populasi dari penelitian ini adalah seluruh mahasiswa pendidikan bahasa inggris Universitas Pancasakti Tegal semester 4 yang berjumlah 60. Penulis menggunakan metode cluster random sampling dalam mengambil sample yang berjumlah 30 mahasiswa. Sample mengisi kuesioner di google form yang telah penulis berikan melalui personal chat whatsapp.

Penelitian ini dikategorikan sebagai penelitian kuantitatif korelasi yang mempelajari tentang korelasi dua variable. Dalam penelitian ini penulis menguji hubungan dua variabel yaitu variable bebas (X) dan variable terikat (Y). Penulis menganalisis data menggunakan rumus korelasi produk moment, nilai r hitung 0,710 sedangkan r tabel pada taraf signifikansi 5% adalah 0,361. Maka r hitung lebih tinggi dari r tabel ($0,710 > 0,361$). Berdasarkan hasil data tersebut, maka H_0 ditolak dan H_a diterima. Artinya ada korelasi positif antara kebiasaan mahasiswa mendengarkan lagu bahasa inggris dengan penguasaan vocabulary.

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CHAPTER I

INTRODUCTION

This chapter presents background of the problems, identification of the problems, limitation of the problems, statement of the problems, objectives of the research, and significances of the research.

A. Background of the Problem

Learning a new language cannot be separated from vocabulary, vocabulary is an important aspect in learning language, especially in learning second or foreign language (English). When learners are learning a new language, they should have enough vocabulary because the more they know about vocabulary and they mastered into it, the easier they get in learning those foreign language.

Hatch and Brown (1995: 1) states that Vocabulary is a list or a set of words for a particular language or a list or a set of words that individual speakers of a language might use.

Vocabulary is important to be mastered, because vocabulary is one of the keys to master the four aspects in language skills, listening, speaking, reading, and writing. Unfortunately, there are many people who are still poor at vocabulary, even the English Department students consider that vocabulary is hard to be mastered, because English is a foreign language for them, so they are not accustomed to the words in English, and this makes a problems such as, students are afraid to speak, because they don't know what words they should use, however they are lazy to read an English books because

there are so many words they don't know the meaning vocabulary is strange for them.

Learning vocabulary is very important. There are many ways to learn vocabulary. One of the way to learn vocabulary in a fun way is the habit in listening to English songs.

Based on Cambridge dictionary, habit is something that somebody does regularly, or an addiction. If he or she have a habit in listening to English Songs, it can be a good thing, because he or she listen English songs regularly, he or she will get used to English, it can improve his/her listening skill, speaking skill, even he or she can enrich his or her vocabulary through the lyrics of the songs.

This study is aimed to find out the correlation between the students' habit in listening to English songs with their vocabulary mastery of the fourth Semester Students of English Department Pancasakti University Tegal.

B. Identification of the Problem

Based on the background of the study, the problem of the study is as follows :

1. Habit is something that somebody does regularly, or an addiction.
2. Songs offer an interesting technique in presenting the language focus, because it provides enjoyment, especially in rising excitement and self-confidence for the students. Through the lyrics, students can learn new words and if listening to the songs become their habit, they can enrich their vocabulary.

3. Song can be used to focus on the form of language including vocabulary, with a lot of repetition as a habit, so that is effective to improve students' vocabulary mastery.

C. Limitation of the Research

Based on the background above, this study is limited to the correlation between students' habit in Listening English Song and their vocabulary mastery in fourth semester English Department at Pancasakti University.

D. Statement of the Problem

Based on the background of the study above the research problem of this study is formulated as the following: "Is there any significant correlation between students' habit in listening English songs and their vocabulary mastery?"

E. Objective of the Research

The objective of study is to know whether there is significant correlation between students' habit in listening English songs and their vocabulary mastery of the fourth semester students in English Department Pancasakti University.

F. Significances of the Research

This study is aimed to give both theoretical and practical contribution as follows:

1. Theoretical Significances

Theoretically, the result of the research give information about students' habit in listening to English songs and their vocabulary

mastery. This information can be used to decide whether these factors must be improved or not.

2. Practical Significances

1. For Students

To give information that there is correlation between the habit of listening to English song and vocabulary mastery, and to give information that learning vocabulary can be done through songs.

2. For Readers

The result of the research gives information about the degree of correlation between students' habit of listening to English songs and their vocabulary mastery. It can be used for the readers to implement the songs for study and get the experience of learning in a fun way.

CHAPTER II

REVIEW OF RELATED THEORIES, THEORITICAL FRAMEWORK, AND HYPOTHESIS

This chapter presents related theories, theoretical framework, and hypothesis.

A. Previous Studies

There are several individuals who have conducted a research that is related to the writer's study entitled "The Correlation Between Students' Habit Of Listening English Song And Their Vocabulary Mastery (A Research at fourth Semester Students' of the English Department of Pancasakti University Tegal In The Academic Year 2020/2021)".

First, Gultom (2016) from Islamic University Medan conducted a study entitled *The Correlation Between Students' Habit in Watching English Movie and Their Vocabulary Mastery*. In her study, she investigated The correlation between students' habit in watching English movie and their vocabulary mastery , she gave a questioners to know students' habit in watching English movie, and test to know the students' vocabulary mastery . The result of her study, there is a positive correlation between students' habit watching English movie and their vocabulary mastery. With the correlation category is very high

Second, Hanifunisa (2015) from UNS Surakarta conducted a research entitled *A Correlational Study Among Students' Reading Habit, Vocabulary Mastery and Writing Skill and Its Implication on the Teaching And Learning of Writing to the Class of Year Ten of Smail Nur Hidayah Kartasura in the*

Academic Year 2014/2015. In her study, she found that the results of this research show that the students' reading habit and vocabulary mastery have some implication on their writing skill especially in the students' score and the process to write a text. Therefore, the students' reading habit and vocabulary mastery can be implemented in teaching and learning especially in the teaching and learning of writing. An English teacher needs to arrange some activities in his lesson plan which can increase the students' reading habit and vocabulary mastery that are related to the teaching and learning of writing.

The third, Yulianto (2010) from UNS Surakarta conducted a research entitled *A Correlational Study Between Habit In Singing And Listening To English Songs, Vocabulary Mastery, And Speaking Skill Of The Eleventh Grade Students Of Smk N 3 Surakarta*. In his study he conclude the relative contribution of habit in singing and listening to English song is 17.60%, and it is 82.40 % for vocabulary mastery to speaking skill. The effective contribution of habit in singing and listening to English song and vocabulary mastery to speaking skill is 5.63% and 26.35% respectively. The total effective contribution of habit in singing and listening to English song and vocabulary mastery to speaking skill is 31.98 %. It means that the 68.1 % is contributed by other factors. Regarding the result of the research, the writer concludes that habit in singing and listening to English song and vocabulary mastery contribute to speaking skill. Although the greatest contribution is not significant, these variables potentially improve students' speaking skill.

Those research above are telling about the correlation between students' habit with their vocabulary mastery, based on the research above, there are the difference about the habit, such as reading habit, watching movies habit, and singing habit. Not only the difference, the writer also found the similarities, the result of the research it has positive correlation between those habit with students' vocabulary mastery. The writer has decided to do a non experimental research about the correlation between students' habit in listening to English song with their vocabulary mastery. The population is the fourth semester students' of the English department pancasakti university in academic year 2020/2021.

B. Review of Related Theories

1. Description of Habit

Every human has a habit, a habit which can be part of any activity, such as listening to the songs while studying, eating fruits before eating rice, read the books before sleep, etc. Habits play important role in our daily life. All of us has a different habits. They are the part of our life.

Wood (2018) define, habit is a routine of behavior that is repeated regularly and tends to occur subconsciously. Habits may be good or bad. Hard working, writing, reading, Listening, regular exercise, meditation, etc. are examples of good habits. Alcoholism, drug addiction, lethargy, procrastination, telling lies, dishonesty, stealing, deceiving others, escapism, etc. are examples of bad habits. Basis of Habit Formation:

Habit formation may be explained in two terms, Physiological and Psychological.

The physiological basis is related to our nervous system. According to this, when an act is repeated more number of times, a clear nervous connection is formed, leading to a path way. This makes smooth shifting of nerve energy, may be from sensory to motor.

According to Hull, when a stimulus is repeated and response is elicited, the connection becomes strengthened. Eventually it brings about an organization in the nervous system known as habit, otherwise called learning.

The psychological theories explain that habits are acquired dispositions. According to these theories, any learning process or experience gained by an individual is retained. When this learning experience is repeated it is firmly retained. This ability to retain helps us to get it strengthened and becomes a habit.

2. Types of Habits:

Habits are divided into three types depending upon the nature of activities.

a. Motor habit:

These habits refer to muscular activities of an individual. These are the habits related to our physical actions such as, standing, sitting, running, walking, doing exercise, maintaining particular postures of body, etc.

b. Intellectual habit:

These are the habits related to psychological process requiring our intellectual abilities such as good observation, accurate perception, logical thinking, using of reasoning ability before taking decisions and testing conclusions, etc.

c. Habit of character:

We express some of our characters in the form of habits. For example, helping others who are in need, trusting people, being honest, talking in a friendly way, time management, hard working, keeping our dress clean and tidy, etc. These habits will have essence of feelings and emotions; hence these are also called as emotional habits.

Measures for Effective Habit Formation:

1) Make a good start:

Good beginning is half done' is a premise. Accordingly to learn a habit we must make a good start. We should have strong motivation and determination of mind. We should not have oscillation of mind. For example, a nursing student decides to start to study at a fixed time for a fixed length of period. He or she should start as decided and should not hesitate on the first day itself.

2) Keep regular practice:

It is essential to practice the new habit regularly until it becomes a routine in our life. Postponement or interruption should be avoided, because it weakens our habit formation. Example, giving some lame excuse like headache, lack of interest or mood and postpone the work-should be avoided.

3) Choose favourable environment:

Good habit formation depends upon the encouraging atmosphere also. Example, for a student who wants to work hard, there must be a company of hard working students and not lazy fellows who have no interest in studies.

4) Do not stop till the goal is achieved:

Once a habit is formed it is to be strengthened. Hence it should be continued until it is firmly rooted.

Meanwhile we should enjoy the new habit, so that we find more interest to continue practice.

3. Habit in Listening English Songs

Habit in Listening English Song can be good habit for improving students' vocabulary mastery, because it is repeated regularly those activity, when listening to English songs becomes a habit of the students, they will feel unfamiliar of the new words they heard because

they probably ever listen to the word in the songs. As the students listen to the songs, they tend to follow the lyrics and the rhythm. It helps students catch the word in English easily because as Griffiee (1994: 4) mentions sensitivity in rhythm is a basic and necessary first step in learning language.

English songs, therefore, is a group of English words performed in rhythms called music. From the definition above we may conclude that listening to English song is the activity of producing and improving English words and music with the lyrics to get the meaning from groups of English words contained in the songs.

4. Vocabulary Mastery

In Learning English, vocabulary holds one of the most important component for mastering all the language skills, listening skill, speaking skill, reading skill, writing skill. There are many definitions of vocabulary proposed by some experts. It is very important for us to know what vocabulary is, before discussing about vocabulary mastery. Mastering a large number of vocabularies is very important for foreign language learners like us. Without mastering it, of course, foreign language learners will get some difficulties in developing those four language skills.

Hatch and Brown (1995: 1) define, vocabulary is a list or a set of words for a particular language or a list or a set of words that individual speakers of a language might use.

According to Linse (2005: 121), vocabulary is the collection of words that an individual knows. Furthermore, McCharty in Burns and Joyce (2001) states that vocabulary consists of words, ‘freestanding items of language that have meaning.

Some experts divide two types of vocabulary; active and passive vocabulary. Jo Ann Aeborsold and Mary Lee as quoted by Dian, distinguishes vocabulary into active vocabulary and passive vocabulary:

- a. Active vocabulary; is also called as *productive vocabulary*.

Students must know how to pronounce the vocabulary well, they must know and be able how to use grammar of the target language, they also must be familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skill.

- b. Passive vocabulary; refers to language items that can be recognized and understood in the context of reading and listening, and it also as *receptive vocabulary*.

From the types above we know two types in vocabulary. They are productive and receptive vocabulary. Productive vocabulary has relation with speaking and writing skill. But, receptive vocabulary has relation with reading and listening skill.

There are four types of vocabulary which must be known and mastered for any skill, such as reading, speaking, listening and writing. They are:

1) Reading Vocabulary

Reading vocabulary is the words we understand when we read text.

We can read and understand many words that we do not use in our speaking vocabulary. This is the second largest vocabulary if you are a reader. If you are not a reader, you cannot “grow” your vocabulary.

2) Speaking Vocabulary

Speaking vocabulary is the words we use when we speak. Our speaking vocabulary is relatively limited. Most adults use a more 5,000 to 10,000 words for all their conversational and instructions.

3) Listening Vocabulary

Listening vocabulary is the words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours and we continue to learn new words this way all of our lives.

4) Writing Vocabulary

Writing vocabulary is the words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

Based on the explanation above, vocabulary is all words that the person knows or uses and also means a language user's knowledge of

words. The researcher makes teaching vocabulary to enrich students' vocabulary in every aspect, meaning and how to use the word in sentence. In this case the researcher focuses teaching vocabulary that the students are able to set up their vocabulary skill by applying clustering technique.

Vocabulary is not only words. When we talk about vocabulary, it means that we talk the words. There are some different ways to think about vocabulary: meaning, pronunciation, collocation, expression, synonym, antonym and homonym.

a) Meaning

When we meet words, the first thing we want to know it means. If we do not know the meaning of the word, we can not understand what we read and listen. The meaning of unfamiliar word can be found by seeking them in dictionary.

b) Pronunciation

When we learn a new word, we have to make sure that we can say it. Make sure we know which syllable is stressed. It is important when we speak because the stress of the syllable can bring different meaning.

c) Collocation

Collocation is the way to combine the word with other words. There are many particular words that have special combination in English. For example: take medicine, do home work, different

form, and disappointed in, etc. It's incorrect if we say "I have to eat medicine" because the collocation of medicine in English is take.

d) Expression

Expression are groups of two, three, four or more words which always go together. It is semantic unit having a meaning which often differs from the sum of meanings of its separate parts. It usually consists of verb followed by preposition. Example: Look over, carry out, turn down, etc. It is often used in spoken form.

e) Synonym

Synonym is word that means the same, or nearly the same as another word. For example: smart = clever, high = tall, big = large, small = tiny etc.

f) Antonym

Antonym is a word that has meaning opposite to that or another. In other words two words are said to be antonym when they are in contrary to each other in meaning. For example: good >< bad, hot >< cold, soft >< hard, etc.

g) Homonym

Homonym is a word that is the same in pronunciation as another but different in spelling and meaning. For example: pale and pail, week and weak, meet and meat, etc.

Mastering vocabulary is not only about the number of vocabulary that we can memorize, but also about rightness of the pronunciation. Because memorizing many words with wrong pronunciation means memorizing nothing. For this case, teachers play an important in development the students' knowledge.

5. Learning vocabulary

English vocabulary is different from Indonesian viewed from form, including pronunciation and spelling, meaning and the word use. In addition, the way of how pronouncing the word is quite different from writing. Therefore, people especially students who learn English often find difficulties in learning vocabulary, it is important to know about students' strategies in learning vocabulary because if the students' use the wrong strategies they might have the difficulties of learning English, otherwise, if the students' used the right strategies they will easily learning vocabulary.

Based on Brown and Payne (1994 : 373) , mention five essential steps in vocabulary learning that represent what learners must do. The five steps are:

- a. Having sources for encountering new words
- b. Getting a clear image, either visual or auditory or both, for the forms of the new words
- c. Learning the meaning of the words

- d. Making a strong memory connection between the forms and meanings of the words
- e. Using the words

Schmitt and McCharty divide the taxonomy of vocabulary learning strategies into four groups, namely:

1) Discovery Strategies

In this stage, when learners do not know the words, they must discover their meaning by guessing from structural knowledge of the language.

2) Social Strategies

A second way to discover new meaning employs the social strategy of asking someone who knows. Teachers are often in this position. They can be asked to help in a variety of ways. They can be asked to help in a variety of ways: giving the L1 translation, giving a synonym, definition, and paraphrase.

3) Memory Strategies

Most memory strategies involve relating the word to be retained with some previously learners' knowledge, using some form of imagery or grouping. The strategies used in this stage are pictures/imagery, related words, unrelated words, grouping, etc.

4) Cognitive Strategies

Language strategies in this taxonomy are similar to memory strategies, but are not focused specially on manipulative mental processing; they include sorting, classifying, comparing, predicating, repeating and using mechanical means to study vocabulary.

6. Vocabulary for University Students'

Vocabulary is an essential skill for learning to read, speak, listen, and write. Based on Nation (2011) The vocabulary is essential for success to comprehend the language well, speak better, or compose a good writing; it is expected that learners have to increase their vocabulary around 1000 words a year. Similarly, on the Competency-Based Curriculum, the students are required to increase their vocabulary 1000 - 1500 words every year so that in three years students have increased their vocabulary around 4000 words.

Mackey (1965) state that the amount of vocabulary that adult should be mastered based on his or her education, which is 10.000 for those who not in collage, and for university students they should have 60.000-100.000 in the vocabulary.

In university these are the principal of vocabulary materials based on syllabus :

a. Word Knowledge

The concept of a *word* can be defined in various ways, but three significant aspects teachers need to be aware of and focus on are *form*, *meaning*, and *use*. According to Nation (2001), the *form* of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix). An example for word parts can be seen with the word *uncommunicative*, where the prefix *un-* means *negative* or *opposite*, *communicate* is the root word, and *-ive* is a suffix denoting that someone or something is able to do something. Here, they all go together to refer to someone or something that is not able to communicate, hence *uncommunicative*.

Nation (2001) stated that *meaning* encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. *Use*, Nation noted, involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth. For *form*, *meaning*, and *use*, Nation (2001) declared there is both a receptive and productive dimension, so knowing these three aspects for each word or phrase actually involves 18 different

types of lexical knowledge, as summarized in Table 1. When teachers teach vocabulary to build students' knowledge of words and phrases, helping them learn any and all of these different components assists them in enhancing their English vocabulary knowledge and use. After you have looked through Table 1, please do the Reflective Break, which is to consider your students' particular strengths and weaknesses with English in terms of these three aspects of vocabulary knowledge.

Table 2.1 . *Aspect of vocabulary knowledge* . Source: Adapted from Nation (2001, p. 27).

Aspect	Component	Receptive Knowledge	Productive Knowledge
Form	Spoken	What does the word sound like?	How is the word pronounced?
	Written	What does the word look like?	How is the word written and spelled?
	Word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?

	concepts and referents associations	What is included in this concept? What other words does this make people think of?	What items can the concept refer to? What other words could people use instead of this one?
Use	Grammatical functions Collocations constraints on use (register, frequency . . .)	In what patterns does the word occur? What words or types of words occur with this one? Where, when, and how often would people expect to meet this word?	In what patterns must people use this word? What words or types of words must people use with this one? Where, when, and how often can people use this word?

b. High-frequency Words

High-frequency words are the most commonly used words in printed text and over 50 percent of all text is composed of them such as ‘at’, ‘in’ or ‘he’. Some of the most frequently used words are simple verbs and nouns like *write* or *pair*. However, many are

also terms that are crucial to our understanding of English. In fact, the majority of the 100 most commonly seen words are articles, pronouns (i.e. *I*, *that*, and *your*), prepositions, auxiliaries, or forms of the verb 'to be' (such as *am*, *is* and *were*). The definite article *the* is the most frequently seen word in the English language, and the indefinite articles *a* and *an* are on the list as well. Prepositions are the part of speech that describes the relationships between other words in a sentence, and examples like *of* and *to* populate top positions on the high frequency word list. Like prepositions, auxiliary words such as *would*, *do*, *can*, or *not* don't make much sense on their own, but these terms are often essential to conveying the correct verbal meaning. Words like these and the examples we'll look at in a minute, represent only a few of the terms that we use most often. Nevertheless, take a look at these high frequency words and see how easily you recognize them.

c. Low-frequency Words

A word is considered to be low frequency, if it is not commonly used, such as the word 'tisane.'

Example of Low Frequency and High Frequency words

Table 2.2. example of Low Frequency and High Frequency words

Low Frequency Words	High Frequency words
Thine	Your

Dale	Hill
Kith	Friend
Ire	Rage
Gall	Spite
Rogue	Thief
Gloaming	Evening

d. Academic Words

Academic Word is a list of 570 words that appear frequently in all academic texts. This means that they are very general academic words. They are not specially connected with any particular subject and so they are very useful for all students. The list was created by Averil Coxhead, who analysed hundreds of academic texts, from all subject areas, to see which words were common to all these texts. She then divided the 570 words into 10 lists (called sub-lists of the Academic Word List) according to how frequent they are. Sub-list 1 has the most frequent words, and sub-list 10 has the least frequent words. Each sub-list contains 60 words, except sub-list 10, which only has 30.

These words are common in academic texts, but they are not so common in everyday writing or speech. This is why they are not so easy to learn, but why at the same time, it is very important for students to learn them. If you do not know these words, you will find academic work at university difficult. If you learn these

words well, so that you understand them and use them easily, you will find that studying becomes easier and you should be more successful in your studies. The example of Academic Words based on Averil Coxhead (1998) such as ‘analysis, approach, assessment, benefit, constitutional, data, environment, formula, interpretation, etc’.

e. Multi-word Units/ Lexical Chunks

Based on Durrant and Schmitt, 2009: 159, there are four major kinds of multiword units: (1) A multiword unit can be a group of words that commonly occur together, like ‘take a chance’; (2) it can be a group of words where the meaning of the phrase is not obvious from the meaning of the parts, as with ‘by and large’ or ‘be taken in’ (be tricked); (3) it can simply refer to all the combinations of a particular word or type of word and its accompanying words whether they are highly frequent, strongly associated, or not; and (4) it can refer to word groups that are intuitively seen as being formulaic sequences, that is, items stored as single choices, these different kinds of multiword units are based on a variety of criteria – frequency of co-occurrence, compositionality (do the parts make the whole), form and storage, and so it is not too surprising that there is a large and growing list of terms to cover multiword units. Wray (2000) lists around 50 terms including composites, conventionalised forms, idiomatic

phrases, routine formulae, phrasal expressions, and stock utterances, just to describe formulaic sequences, and there are at least as many again to describe multiword units more generally (lexical bundles, collocations, phrasal units, multiword units). The large number of terms reflects the different purposes for looking at multiword units, and the fragmented nature of research in this area. Walker (2011) suggests that the definition of what is a multiword unit affects what appears in learners' dictionaries. A major issue in research on multiword units is the need to set clear criteria and, where possible, develop standard terminology to describe the different types of multiword units.

A Lexical Chunk is a unit of language which is made up of two or more words. Here are a few examples of lexical chunks: 'good morning', 'nice to see you'. Other lexical chunks can include phrasal verbs, idioms, collocations and so on.

- 1) Phrasal verbs is a combination of a verb plus a particle (either adverb or preposition) that is often idiomatic: e.g. *she takes after her father; the plane took off.*
- 2) Idioms an expression whose meaning is not the sum of its individual words, i.e. it is 'non compositional', e.g. *a wild goose chase, run out of steam, plain sailing.*
- 3) Collocations two or more words that frequently occur together, e.g. *false eyelashes, densely populated, file a tax return.*

f. Word Combination/Collocation

Word combinations/Collocation A collocation is two or more words that often go together. These combinations just sound "right" to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound "wrong". Look at these examples:

Table 2.3. example of collocation

natural English	unnatural English
the fast train	the <u>quick</u> train
fast food	<u>quick</u> food
a quick shower	a <u>fast</u> shower
a quick meal	a <u>fast</u> meal

There are several different types of collocation. Collocations can be adjective + adverb, noun + noun, verb + noun and so on. Below you can see seven main types of collocation in sample sentences.

1) adverb + adjective

- a) Invading that country was an **utterly stupid** thing to do.
- b) We entered a **richly decorated** room.
- c) Are you **fully aware** of the implications of your action?

2) adjective + noun

- a) The doctor ordered him to take **regular exercise**.
 - b) The Titanic sank on its **maiden voyage**.
 - c) He was writhing on the ground in **excruciating pain**.
- 3) noun + noun
- a) Let's give Mr Jones a **round of applause**.
 - b) The **ceasefire agreement** came into effect at 11am.
 - c) I'd like to buy two **bars of soap** please.
- 4) noun + verb
- a) The **lion** started **to roar** when it heard the **dog barking**.
 - b) **Snow was falling** as our **plane took off**.
 - c) The **bomb went off** when he started the car engine.
- 5) verb + noun
- a) The prisoner was hanged for **committing murder**.
 - b) I always try to **do my homework** in the morning,
after **making my bed**.
 - c) He has been asked to **give a presentation** about his work.
- 6) verb + expression with preposition
- a) We had to return home because we **had run out of money**.
 - b) At first her eyes **filled with horror**, and then she **burst into tears**.
 - c) Their behaviour was enough to **drive anybody to crime**.
- 7) verb + adverb

- a) She **placed** her keys **gently** on the table and sat down.
- b) Mary **whispered softly** in John's ear.
- c) I **vaguely remember** that it was growing dark when we left.

g. Idiom

Idioms are a type of figurative language, which means they are not always meant to be taken literally. Idioms express a particular sentiment, but they do not literally mean what the individual words themselves mean. Example : The grass is always greener on the other side. This idiom does not literally mean that the “other side” will always have greener grass. There may not even be a literal “other side” to the subject at hand or grass for that matter. The meaning of this idiom is that people think the *other* person, or someone in a *different* situation, has it better, or easier, than they do. Common English idioms

1) Beauty is in the eye of the beholder.

- a) Origin: The saying has existed for centuries in various forms; main creditor: Margaret Wolfe Hungerford, 1878
- b) Meaning: What looks beautiful to one person may not look beautiful to another.

2) Don't count your chickens before they hatch.

- a) Origin: Samuel Butler poem, 1663
- b) Meaning: Do not count on something before it has come to be.

3) No crying over spilt milk.

a) Origin: unknown

b) Meaning: Do not be upset about something that cannot be changed. OR: Do not be upset about something that is really just a small matter.

4) Curiosity killed the cat.

a) Origin: proverb; Ben Jonson play, 1598

b) Meaning: Being too curious or inquisitive can be dangerous.

5) It's raining cats and dogs.

a) Origin: unknown

b) Meaning: There is a heavy downpour.

6) Back to the drawing board.

a) Origin: possibly artist Peter Arno, 1941

b) Meaning: Time to start over. We need to start from the beginning.

7) The hay is in the barn.

a) Origin: unknown

b) Meaning: The action is complete. It is finished.

h. A penny for your thoughts.

1) Origin: perhaps English ruler Penda, c. 640

2) Meaning: What are you thinking?

i. Beat around the bush.

1) Origin: Medieval Period

2) Meaning: Someone is avoiding the topic.

j. You can't judge a book by its cover.

1) Origin: mid-19th century

2) Meaning: Do not assume you know someone or something by how he or it appears.

k. That costs an arm and a leg.

1) Origin: unknown

2) Meaning: That is very expensive.

Idioms are not always grammatical, since idioms are born out of popular usage, they aren't always logical, and they don't always follow traditional grammar patterns. This is because the phrase itself carries the meaning of the idiom, and not the individual words in the phrase, regardless of each word's grammatical function. For example, This is a life-and-death situation.

Something that is life-and-death is extremely important, but that phrase itself is illogical. A situation can't be -life and death.

Similarly, a phrase like it's not you, it's me is technically ungrammatical.

Idioms are not complete thoughts as with any phrase, an idiom itself doesn't create a complete sentence. They require additional context to give them meaning. For example, beat around the bush, this idiom is not a complete sentence. It's the idea itself that is the idiom. One might make it into a complete sentence by saying:

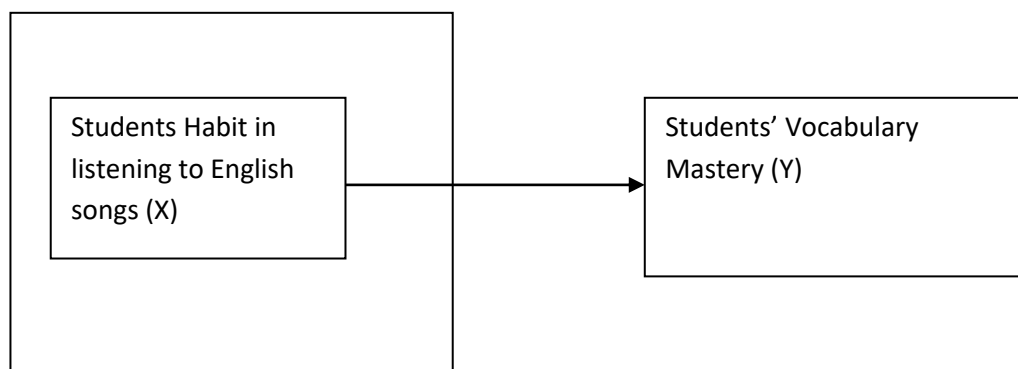
- a. Don't beat around the bush.
- b. He's beating around the bush.

Summary: What are Idioms? In summary, an idiom is a figure of speech, a phrase that should not be taken literally, used to express a particular sentiment, specific to a particular language, group, or region.

C. Theoretical Framework

Based on the theories that have been explained above, the writer formulates the theoretical framework as follows:

Figure. 2.1 The relationship of two variables



Based on the figure above, the writer formulates the theoretical framework as follows :

1. Songs offer an interesting technique in presenting the language focus, because it provides enjoyment, especially in rising excitement and self confidence for students.
2. Song can be used to focus on the form of language including vocabulary, with a lot of repetition as a habit, so that it is effective to improve students' vocabulary mastery

D. Hypothesis

Hypothesis is a prediction of some possible outcomes of a study. Based on the previous explanation of both theoretical and theoretical framework, the formulation of the hypothesis is as follows:

H₀ : There is no positive correlation between students' habit in Listening to English songs and their vocabulary mastery.

H_a : There is a positive correlation between students' habit in listening to English songs and their vocabulary mastery.

CHAPTER III

RESEARCH METHODOLOGY

This chapter present approach, type, and design of the research, population, sample and technique of sampling, research variables, data collecting technique, research instrument, technique of analyzing data.

A. Approach, Type, and Design of the Research

1. Research Approach

In this research, the writer used quantitative approach because the analysis of the data was processed by using statistical technique. In the final result, the writer wants to know if there is any positive significant correlation between students' habit in listening English song and students' vocabulary mastery.

2. Research Type

In this research, the writer used correlational research. Correlational research is a type of non-experimental research method in which a researcher measure two variables, understands and assess the statistical relationship between them with no influence from any extraneous variable.

3. Design of the Research

The research design in this research is an explanatory research design in which the researcher is interested in finding out and explain about the correlation of two variables.

B. Population, Sample, and Technique of Sampling

1. Population

Population is all members of the research subject. Population is all individuals from whom the data are collected. In this research the population is the fourth semester students' of the English Department Pancasakti University Tegal, in Academic year 2019/2020. The population consists of class A,B,C and the total member of all is 60 students.

2. Sample

The sample is part of the research subject that represents the population. Based on the population the writer takes 30 students out of the population. It is assumed that the number of sample taken is normal. As Arikunto (1993:104) states that sample is the part or representation of population being researched. In this study, the researcher takes 10 people every class, so the total of sample is 30 students from class A,B, and C.

3. Technique of Sampling

In this research, the writer will use cluster random sampling technique to get research sample. Fink (1995:15) states that the cluster sampling in which the cluster are selected and sample is drawn from the cluster members by simple random sampling. The writer takes 3 classes (A,B,C) of the total class of the fourth semester students in

English department Pancasakti University Tegal and takes half of members in every class randomly.

C. Research Variable

There are two kinds of variable. Those are independent variable and dependent variable. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. While a dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable.

In this research, the writer used independent variables and dependent variables. The variables of this research are as follows:

1. The independent variable is the students' habit of listening English song (X).
2. The dependent variable is the students' vocabulary mastery (Y).

D. Data Collecting Technique

In this research, the researcher used a questionnaire. The questionnaire are used to obtain the data of the students' habit of listening to English songs. In this study, the researcher wants to know students' habit in listening English songs. The participants are students of the fourth semester English department at UPS Tegal. The researcher made a questionnaire from google form and then the researcher texted the respondent one by one through whatsapp chat. The last is classifying and calculating the result into percentage will help the researcher to conclude

the data. The researcher will take the data from questionnaire by using Google form as the purpose to make the questionnaire easy to distribute.

In this research, the researcher also use document in the form of vocabulary subject score from students' fourth semester English department Pancasakti University Tegal in academic year 2019/2020.

E. Research Instrument

1. Questionnaire

In this research , the researcher used Likert scale questionnaire, it is a psychometric response scale used in questionnaires to get participants preferences or degree of agreement with statements. It is a part of close-ended questionnaires because the participants limited to set the answer (only gives a checklist on columns of strongly agree, agree, disagree, or strongly disagree). The questionnaire was given to the 30 respondent. In this study, the researcher used likert scale to get the data easier, which is the statements consist of 13 statements about habit of listening to English songs and 12 statements about vocabulary mastery. Here is the likert scale questionnaire that the researcher has used.

Table 3.1 The Blue print of research instrument of habit of listening English Songs (X)

Concept	Indicator	Item Number		Total item
		Positive	Negative	
The habit of listening to English songs is repetitive action of	Repetitive Action	1, 3, 19	25	4

producing English words and music with their voice, paying attention, and trying to get the meaning of groups of English words contained in the song which is practiced continuously and performed without conformed unconsciously then becomes a pattern behavior that automatically practiced.	Attention	10, 12, 13, 14	15	5
	Getting Meaning	2, 3, 4, 5, 16, 17, 18, 21, 22, 23, 24	6, 7, 8, 9, 11, 20	16
Total				25

Instruction:

For each statement, please give the checklist (√) if you Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with those statement.

Table 3.2. Questionnaire

NO	Statement	Answer			
		SA	A	D	SD
1.	I am used to listening to English songs				
2.	I listen to English songs to learn new words				
3.	I listen to English songs more than once a day				
4.	I try to know the meaning of the lyrics of the songs				
5.	I can learn chunks from lyrics of the songs				
6.	I like listening English songs but I don't intend to know the meaning of the lyrics				
7.	I think it doesn't matter if we just listen to English song without knowing the meaning				
8.	I'm having a hard time to listen clearly the words use in the songs				
9.	I'm not accustomed of listening to English song because I don't like to learn the meaning of the lyrics				
10.	I'm so interested to listening to English Songs but I can only understand some expression in the English songs				
11.	I can't learn about low frequency words from the songs				
12.	If there are English song with				

	interesting title, I will find out the meaning through the lyrics				
13.	Listening to English songs, motivates me to learn English				
14.	I like to listening to English song because my friends like it				
15.	I feel bored every time I listen to English songs				
16.	Even though I often listening to English songs, I still find that English is difficult				
17.	I don't use the songs to learn about Academic words				
18.	Listening to English songs, make me know new vocabulary that I never know before				
19.	I like to listen to English songs which is famous recently				
20.	I can't enjoy an English songs because I don't know the meaning of the song				
21.	I can learn more about idiom words through English Song				
22.	While listening to the English song, I also read the lyrics and looking for the High Frequency Words used in the songs				
23.	When I listen to English song , I read about grammatical function of the songs through the lyrics				
24.	I enjoy the English songs which use collocation words				

25.	I don't like to learn English songs because I think it's not effective				
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In determining the students' scores, the researcher firstly determines the item score of each statement in the questionnaire. The way to score is based on Husaini and Purnomo (2006) as follows :

- a. For the positive items
 - 1) Strongly Agree (SA) is scored 4
 - 2) Agree (A) is scored 3
 - 3) Disagree (D) is scored 2
 - 4) Strongly Disagree (SD) is scored 1
- b. For the negative items
 - 1) Strongly Agree (SA) is scored 1
 - 2) Agree (A) is scored 2
 - 3) Disagree (D) is scored 3
 - 4) Strongly Disagree (SD) is scored 4

2. Document

In this research, the researcher used secondary data. It is a document of the score of students' vocabulary score of the fourth semester students of English department, Pancasakti University Tegal in academic year 2019/2020.

F. Technique of Analyzing Data

To find the correlation between students' habit to listening English song with their vocabulary mastery, the data was analyzed by using Spearman product moment correlation, the formula is :

$$R_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Where :

R_{xy} = the coefficient of the correlation between variable X and Y

N = the number of students

$\sum XY$ = the number X variable and Y variable

$\sum X$ = the number of X variable

$\sum Y$ = the number of Y variable

$\sum X^2$ = the square of X variable

$\sum Y^2$ = the square of Y variable

To test hypothesis, if r-count are higher than r-table ($r\text{-count} > r\text{-table}$) it means H_a is accepted and H_o is rejected, if r-count are smaller than r-table ($r\text{-count} < r\text{-table}$) it means H_a is rejected and H_o is accepted.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This chapter present research result and discussion.

A. Research Result

1. The Data of Students' Habit in Listening to English Songs

The data of questionnaire was given to 30 students of English Education Department Pancasakti University. The sample was chosen by random sampling technique and the students who was chosen are the respondents.

The researcher took the sample by lucky draw, the researcher write the number of member in every class , and the researcher did the lucky draw 30 times to get the sample .

After the researcher got the respondents, the researcher has a personal chat to the respondents one by one through whatsapp chat and give the respondents link to fill the questionnaire. Here is the result of questionnaire :

Table 4.1. Result of valid Question of Questionnaire

No	Name	Question Number												
		1	2	3	4	5	6	7	8	9	10	11	12	13
1.	FA	3	3	2	3	0	0	2	3	0	3	0	3	3
2.	LUM	3	3	3	3	0	0	3	2	0	4	0	4	3
3.	NLA	4	4	4	4	0	0	4	3	0	4	0	4	4
4.	FR	3	4	3	3	0	0	3	2	0	3	0	4	4
5.	VAR	4	4	3	4	0	0	1	3	0	3	0	4	2
6.	SIF	3	3	3	3	0	0	2	2	0	3	0	3	3
7.	FAR	3	4	2	4	0	0	2	3	0	4	0	3	3
8.	IAR	3	3	2	3	0	0	3	2	0	3	0	4	3

9.	VA	4	4	2	3	0	0	2	3	0	3	0	3	3
10.	DAT	4	4	4	4	0	0	4	3	0	3	0	2	4
11.	EAF	3	3	4	3	0	0	3	3	0	3	0	4	4
12.	MJ	4	3	4	3	0	0	2	3	0	3	0	3	3
13.	MMA	3	3	2	2	0	0	2	2	0	3	0	3	3
14.	LIA	4	4	4	4	0	0	4	3	0	3	0	3	4
15.	AZA	4	4	4	4	0	0	2	3	0	3	0	4	4
16.	DDM	3	3	3	3	0	0	4	2	0	3	0	3	3
17.	PA	3	3	3	3	0	0	2	2	0	3	0	3	3
18.	VF	4	4	4	4	0	0	2	3	0	3	0	4	4
19.	DAS	3	4	4	3	0	0	2	3	0	3	0	3	4
20.	SAV	3	3	3	3	0	0	3	2	0	3	0	3	3
21.	SYP	4	4	4	4	0	0	3	3	0	3	0	4	4
22.	MOZ	4	4	4	4	0	0	3	3	0	3	0	3	4
23.	SNF	4	4	4	4	0	0	4	3	0	2	0	4	4
24.	AH	4	4	4	4	0	0	2	2	0	3	0	4	4
25.	ARP	4	4	4	4	0	0	2	2	0	3	0	4	4
26.	ANNA	4	4	4	4	0	0	3	2	0	3	0	4	4
27.	RFW	4	4	4	4	0	0	2	2	0	3	0	4	4
28.	EMW	4	4	4	4	0	0	3	2	0	3	0	4	4
29.	RIM	4	4	4	4	0	0	2	2	0	3	0	4	4
30.	ANI	4	3	2	3	0	0	3	2	0	3	0	4	4

14	15	16	17	18	19	20	21	22	23	24	25
2	3	0	2	3	0	0	3	3	3	3	2
1	2	0	2	4	0	0	4	3	2	3	1
2	1	0	2	4	0	0	4	4	4	4	1
2	2	0	2	4	0	0	4	4	4	4	1
1	1	0	3	3	0	0	2	1	1	2	1
3	3	0	3	3	0	0	3	3	3	3	2
1	2	0	4	2	0	0	1	3	2	2	1
3	2	0	3	4	0	0	3	3	2	3	2
3	2	0	2	3	0	0	3	3	3	3	1
2	1	0	1	4	0	0	4	2	2	2	1
2	2	0	3	3	0	0	3	2	2	2	1
1	1	0	3	3	0	0	3	3	2	3	1
1	2	0	3	3	0	0	2	3	2	2	2

2	1	0	2	4	0	0	4	3	2	3	1
1	1	0	3	4	0	0	4	2	3	4	1
3	2	0	3	3	0	0	3	2	2	2	2
3	2	0	2	3	0	0	3	3	3	3	1
4	4	0	2	4	0	0	4	4	3	3	1
2	4	0	3	4	0	0	4	4	3	4	2
2	3	0	2	3	0	0	3	3	2	3	2
2	4	0	3	4	0	0	4	4	4	4	1
2	4	0	3	4	0	0	3	4	4	4	1
2	4	0	3	4	0	0	4	4	4	4	1
3	2	0	3	4	0	0	4	4	4	4	1
3	4	0	3	4	0	0	4	4	4	4	1
3	4	0	3	4	0	0	4	4	4	4	1
3	2	0	2	4	0	0	4	4	4	4	1
3	2	0	2	4	0	0	4	4	4	4	1
3	4	0	3	4	0	0	3	4	4	4	1
2	2	0	2	3	0	0	3	3	2	2	2

The data of score the questionnaire was processed by excel, and the way to score is based on Husaini and Purnomo (2006) as follows :

a. For the positive items

- 1) Strongly Agree (SA) is scored 4
- 2) Agree (A) is scored 3
- 3) Disagree (D) is scored 2
- 4) Strongly Disagree (SD) is scored 1

b. For the negative items

- 1) Strongly Agree (SA) is scored 1
- 2) Agree (A) is scored 2
- 3) Disagree (D) is scored 3
- 4) Strongly Disagree (SD) is scored 4

For the score 0, is the questions that tested invalid, so the writer not giving the score for those questions.

The researcher did the validity test used spss version 22 to the questionnaire and here is the result of validity test, the data from total score of questionnaire.

Table.4.2. *result of validity test.*

No. Item	r counting	R table 5% N=30	Sig	Validity
1	0,595	0,361	0,001	Valid
2	0,680	0,361	0,000	Valid
3	0,695	0,361	0,000	Valid
4	0,671	0,361	0,000	Valid
5	0,200	0,361	0,258	Invalid
6	0,120	0,361	0,527	Invalid
7	0,552	0,361	0,002	Valid
8	0,787	0,361	0,000	Valid
9	0,008	0,361	0,967	Invalid
10	0,374	0,361	0,042	Valid
11	-0,162	0,361	0,392	Invalid
12	0,509	0,361	0,004	Valid
13	0,741	0,361	0,000	Valid
14	0,417	0,361	0,022	Valid
15	0,484	0,361	0,007	Valid
16	-0,218	0,361	0,248	Invalid
17	0,462	0,361	0,001	Valid
18	0,741	0,361	0,000	Valid
19	0,293	0,361	0,116	Invalid
20	0,198	0,361	0,295	Invalid
21	0,717	0,361	0,000	Valid
22	0,743	0,361	0,000	Valid
23	0,852	0,361	0,000	Valid
24	0,831	0,361	0,000	Valid
25	0,536	0,361	0,002	Valid

Based on the table above, the researcher did a validity test used SPSS 22, and the result is, there are 7 question was invalid, then researcher took only 18 question of 25 question to collect data.

The writer did the reliability test using spss version 22 , the questions which are valid is tested by spss.

Table. 4.3 result of Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
,748	25

From the result above, it is found that the questionnaire has score of reliability 0,748. Thus, because of $r\text{-calculation} > r\text{-table}$, so the questionnaire that is used by the writer can be accepted. The validity and reliability on the table above can be concluded that the instrument can be accepted.

2. The Data of Vocabulary Mastery

Data of the students' mastery of vocabulary was taken from the score of vocabulary subject which they got in the first semester, and they became the research respondents. The complete data of the students' mastery of vocabulary can be seen on the following table :

Table 4.4. Score of Vocabulary subject

NO.	Name	Score
1.	FA	79
2.	LUM	77
3.	NLA	74
4.	FR	70
5.	VAR	70

6.	SIF	71
7.	FAR	70
8.	IAR	74
9.	VA	71
10.	DAT	67
11.	EAF	72
12.	MJ	70
13.	MMA	71
14.	LIA	76
15.	AZA	78
16.	DDM	76
17.	PA	72
18.	VF	72
19.	DAS	72
20.	SAV	76
21.	SYP	85
22.	MOZ	80
23.	SNF	80
24.	AH	86
25.	ARP	82
26.	ANNA	87
27.	RFW	79
28.	EMW	78
29.	RIM	76
30.	ANI	78

Mean (\bar{x}) of Vocabulary Mastery score can be seen in table bellow :

Table 4.5 work table for finding Mean and Median

Nilai	Fi	Fkum	xi	fixi
65-69	1	1	67	67
70-74	13	14	72	936
75-79	10	24	77	770
80-84	3	27	82	246
85-89	3	30	87	261
Total	30	96	385	2280

The average (mean) from the score of vocabulary mastery students of

English department Pancasakti University who became the research respondents

computed as following:

$$\bar{x} = \frac{\sum fxi}{\sum fi}$$

$$\bar{x} = \frac{2280}{30}$$

$$\bar{x} = 76$$

From the result above, it can be found the average (mean) of vocabulary score of the students of English department Pancasakti University who become the research respondents is 76.

The Median from the score of vocabulary mastery score students of English department Pancasakti University who became the research respondents computed as following:

$$Me = t_b + \left(\frac{\frac{n}{2} - F_{kum}}{Fi} \right) p$$

$$= 74,5 + \left(\frac{\frac{30}{2} - 96}{30} \right) 5$$

$$= 74,5 + (-13,5)$$

$$= 61$$

From the result above, it can be found the Median of vocabulary mastery score students of English department Pancasakti University who became the research respondents is 61.

After collected the data of students' habit of listening to English song (X) and ther vocabulary mastery (Y) , the researcher counted the data into the formula of correlation product moment, the table below was created to make easier in counting the correlation product moment. The result of computation is as following :

Table 4.6 Data of variable X and Y

No	Name	X	Y	XY	X ²	Y ²
1	FA	64	79	5056	4096	6241
2	LUM	62	77	4774	3844	5929
3	NLA	59	74	4366	3481	5476
4	FR	58	70	4060	3364	4900
5	VAR	62	70	4340	3844	4900
6	SIF	58	71	4118	3364	5041
7	FAR	57	70	3990	3249	4900
8	IAR	59	74	4366	3481	5476
9	VA	60	71	4260	3600	5041
10	DAT	57	67	3819	3249	4489
11	EAF	59	72	4248	3481	5184
12	MJ	46	70	3220	2116	4900
13	MMA	50	71	3550	2500	5041
14	LIA	58	76	4408	3364	5776
15	AZA	61	78	4758	3721	6084
16	DDM	63	76	4788	3969	5776
17	PA	56	72	4032	3136	5184
18	VF	54	72	3888	2916	5184
19	DAS	55	72	3960	3025	5184
20	SAV	60	76	4560	3600	5776
21	SYP	63	85	5355	3969	7225
22	MOZ	58	80	4640	3364	6400
23	SNF	58	80	4640	3364	6400
24	AH	58	86	4988	3364	7396
25	ARP	49	82	4018	2401	6724
26	ANNA	56	87	4872	3136	7569
27	RFW	55	79	4345	3025	6241

28	EMW	60	78	4680	3600	6084
29	RIM	57	76	4332	3249	5776
30	ANI	57	78	4446	3249	6084
		$\Sigma X=1685$	$\Sigma Y=2269$	$\Sigma XY=130877$	$\Sigma X^2=100121$	$\Sigma Y^2=172381$

Based on the data above, the researcher gets $\Sigma X=1729$, $\Sigma Y=2269$, $\Sigma XY=130877$, $\Sigma X^2=100121$, $\Sigma Y^2=172381$. To know the correlation between students' habit in listening to English songs and students' vocabulary mastery, the researcher done hypothesis examination based on the result of research that have done before.

Then, the data analyzed to count the correlation between X variable and Y variable by using the correlation product moment as following :

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{30(130877) - (1685)(2269)}{\sqrt{\{30(100121) - (1685)^2\}\{30(172381) - (2269)^2\}}}$$

$$r_{xy} = \frac{3926310 - 3821372}{\sqrt{\{3003630 - 2989411\}\{5171430 - 5140361\}}}$$

$$r_{xy} = \frac{14938}{\sqrt{\{14219\}\{31069\}}}$$

$$r_{xy} = \frac{14938}{21018}$$

$$r_{xy} = 0,710$$

Based on the calculation above, it was shown that $r_o = 0,710$ and $r_{table} = 0,361$ with a standard of significant 5% and with $n = 30$. The value of correlation product moment is bigger than r table ($0,710 > 0,361$). So, the alternative hypothesis (H_a) of the research is accepted, but H_o is rejected. It means there were positive correlation between students' habit of listening to English songs and their vocabulary mastery which means the correlation is one way if variable X is rising, variable Y also rising. The category of the correlation based on Sugiyono (2007) :

Table 4.7. Interpretation of “r” score

“r” Score	Interpretation
0,00 – 0,199	The correlation of both variables are very low
0,20 – 0,399	The correlation of both variables are low
0,40 – 0,599	The correlation of both variables are medium
0,60 – 0,799	The correlation of both variables are high
0,80 – 1,000	The correlation of both variables are very high

from the interpretation table above, it can be concluded that the correlation of both variable are high, because the r score of both variables are 0,710.

Then, the significant between students habit of listening to English songs and their vocabulary mastery is tested by the following formula :

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0,710\sqrt{30-2}}{\sqrt{1-0,710^2}}$$

$$t = \frac{0,710\sqrt{28}}{\sqrt{0,4959}}$$

$$t = \frac{3,75661}{0,4959}$$

$$t = 7,575$$

The value that was found from the calculation above is 7,575. It can be confirmed to the t distribution table where t distribution table value on N = 30 and the real level $\alpha = 0,05$ is 1,645. Because the t count (7,575) is higher than t table (1,645), so there is a significant correlation between students' habit of listening to English songs and their vocabulary mastery.

B. Discussion

1. Based on the calculation above, it can be shown that $r_o = 0,710$ and $r_{table} = 0,361$ with a standard of significant 5%. The value of correlation product moment is bigger than r table ($0,710 > 0,361$). So, the alternative hypothesis (H_a) of the research is accepted, but H_o is rejected. It means that there is a positive correlation between students' habit of listening to English songs and their vocabulary mastery. With the correlation category is high.
2. Based on the calculation above, it can be seen the tcount is 7,575. It can be confirmed to the t distribution table where value on N = 30 and the real level $\alpha = 0,05$ is 1,645. Because the t count (7,575) is higher than t table (1,645), so there is a significant correlation between students' habit of listening to English songs and their vocabulary mastery.

3. There was significant correlation between students' habit of listening to English song and their vocabulary mastery have higher correlation value. It had been explained in chapter 2 that the habit of listening to English provide opportunities to study language about vocabulary while fun through the lyrics and also the rhythm. Moreover, students should have a schedule for it is. In order to get new vocabularies and find many information about grammar to help language skill. Sometimes, they also will find the problems about structure, difficult new vocabulary, collocation words, figurative speech, based on the lyrics by the native speaker or the singer. Then, they can look for the other referent. Indirectly, students will study about vocabulary of English by listening to English song. Based on the explanation above, the researcher concluded that there was a positive correlation between students' habit of listening to English songs and their vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion.

B. Conclusion

Based on the result of the calculation above, it can be shown that $r_o = 0,710$ and $r_{table} = 0,361$ with a standard of significant 5%. The value of correlation product moment is bigger than r table ($0,710 > 0,361$). So, the alternative hypothesis (H_a) of the research is accepted, and H_o is rejected. It means that there is a positive correlation between students' habit of listening English songs and their vocabulary mastery and the correlation category is high. Based on the calculation above, it can be seen the t_{count} is 7,575. It can be confirmed to the t distribution table that the value on $N = 30$ and the real level $\alpha = 0,05$ is 1,645. Because the t count (7,575) is higher than t table (1,645), so there is a significant correlation between students' habit of listening to English song and their vocabulary mastery.

C. Suggestion

After the researcher draws the conclusion of the research, the researcher is going to present the suggestion :

1. For students

Students should realize that learning vocabulary is really important to master the four language skills, listening, speaking, reading, and writing. Students should have sensitivity to learn new words in many ways, and they should keep the responsibility to study about new vocabulary.

2. For other researcher

The researcher realizes this research paper is not perfect. There are still many weaknesses dealing with the theory or the other because of the limited skill of the researcher. The researcher also understands that this research paper only gives a little information about correlation between habit to listening to English song and vocabulary mastery. The other researcher perhaps can develop this research which will be suitable for students in order to give new dimension in world of education. However, the researcher is sure that this research can be used to do a study which is more complete and comprehensive.

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APPENDICES

Vocabulary (2 SKS)

Deskripsi:

Mata kuliah ini bertujuan untuk mengembangkan pengetahuan dan pemahaman mahasiswa tentang jenis dan sistem kosakata bahasa Inggris untuk menunjang kemampuan dan ketrampilan berkomunikasi lisan dan tulisan dalam bahasa Inggris yang benar dan baik.

Materi Perkuliahan:

- Word Knowledge
- High-frequency Words
- Academic Words
- Multi-word Units/ Lexical Chunks
- Word Combinations/ Collocations
- Idioms

SATUAN ACARA PERKULIAHAN

Mata Kuliah : Vocabulary
 Tahun/Semester : 1/1
 Bobot SKS : 2
 Jumlah pertemuan : 14

Standar Kompetensi:

Mahasiswa mampu mendemonstrasikan pengetahuan dan pemahamannya tentang jenis dan sistem kosakata bahasa Inggris dan menggunakan pengetahuan dan pemahamannya tersebut dalam berkomunikasi lisan dan tulisan dalam bahasa Inggris yang benar dan baik.

Pertemuan	Kompetensi	Indikator Keberhasilan	Kegiatan Belajar Mengajar	Sumber materi
1 - 2	Memahami hakekat Pengetahuan tentang	Memahami hakekat Pengetahuan tentang kata (Word Knowledge), antara lain:	Ulasan dan diskusi	Paul Nation (2001)

	kata (Word Knowledge)	Knowing Word Form: Spoken, Written, Word Parts Knowing Word Meaning: Form and Meaning, Concept and Reference, Associations Knowing Word Use: Grammatical Function, Collocations, Constraints on use		
3 – 4	Memahami jenis dan sistem kosakata bahasa Inggris	Memahami jenis dan sistem kosakata bahasa Inggris, antara lain: <ul style="list-style-type: none"> • High-frequency Words • Low-frequency Words • Technical Words • Academic Words • Multi-word Units/Lexical Chunks • Word Combinations/Collocations • Idioms 	Ulasan dan diskusi	Paul Nation (2001), Geoffrey Leech, et al. (2002), Scott Thornbury (2002), Michael Lewis (2002)
5 – 6	Memahami jenis-jenis kosakata bahasa Inggris	Memahami jenis-jenis kosakata bahasa Inggris, antara lain: <ul style="list-style-type: none"> - High-frequency Words - Academic Words 	Identifikasi pengetahuan high-frequency words dan academic words mahasiswa	Paul Nation (2001), Norbert Schmitt (2000), Averil Coxhead (1998)
7 – 8	Memahami jenis-jenis kosakata bahasa Inggris	Menggunakan jenis-jenis kosakata bahasa Inggris, antara lain: <ul style="list-style-type: none"> - High-frequency Words - Academic Words 	Latihan dan diskusi	Patricia Licklider (2002), sumber lain
9 - 10	Memahami sistem kosakata bahasa Inggris	Menggunakan sistem kosakata bahasa Inggris, terutama: <ul style="list-style-type: none"> - Multi-word Units/ Lexical Chunks - Phrasal Verbs 	Latihan dan diskusi	Scott Thornbury (2002), Michael Lewis (2002), Jimmy Hill and Michael Lewis (1997/1999),

				Oxford Collocations Dictionary (2002/2003)
			Ujian Tengah Semester	
11 – 12	Memahami sistem kosakata bahasa Inggris	Menggunakan sistem kosakata Bahasa Inggris, terutama: - Collocations	Latihan, diskusi	John Sinclair (2003), Rosemary Pearson (1992)
13 -14	Memahami sistem kosakata bahasa Inggris	Menggunakan sistem kosakata Bahasa Inggris, terutama: - idioms	Latihan, diskusi	Malcolm Goodale (1995), sumber lain
			Ujian Akhir Semester	

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NAMA KELAS : VOCAB-A

MATA KULIAH : VOCABULARY

DOSEN : YUVITA

TAHUN AKADEMIK : 2018/2019/GANJIL

NO	TH MASUK	NIM	NAMA	UTS	TUGAS	UAS	ANGKA	AKHIR	BOBOT
1	2018	1618500004	SHERINA YUNI PRISKA	88	85	85	85. 90	A	4. 00
2	2018	1618500007	MAYA OKTAVIANA ZAENI	86	85	75	80. 30	B	3. 00
3	2018	1618500011	ROZAN IBNU MUAMMAR TIFA	80	85	70	76. 00	B	3. 00
4	2018	1618500015	EVA MARIA WIBOWO	74	80	80	78. 20	B	3. 00
5	2018	1618500018	ACHMAD SUKRON MAMUN	64	80	65	67. 70	C	2. 00
6	2018	1618500020	SITA NUR FAUZIA	86	85	75	80. 30	B	3. 00
7	2018	1618500027	CANDRA BAYU PAMUNGKAS	86	80	65	74. 30	B	3. 00
8	2018	1618500031	ATIKA ANGELA PUTRI	82	80	70	75. 60	B	3. 00
9	2018	1618500032	NORMAN ESA IBADILAH	86	80	70	76. 80	B	3. 00
10	2018	1618500033	AHMAD HUSAIN	86	85	88	86. 80	A	4. 00
11	2018	1618500038	ALFIN REZKY PRATAMA	86	85	80	82. 80	B	3. 00
12	2018	1618500039	RISMA FEBY WAHYUNINGASIH	78	80	80	79. 40	B	3. 00
13	2018	1618500044	DHECARLO DAHLER	70	80	60	67. 00	C	2. 00
14	2018	1618500046	RIZKI BAGAS ARDIASAMA	0	0	0	0. 00	E	0. 00
15	2018	1618500051	RAMADHANI SYAZALI SIRAI	66	80	60	65. 80	C	2. 00
16	2018	1618500053	MAULIDA FORTUNA UZMA	78	80	70	74. 40	B	3. 00

17	2018	1618500054	AMALIA A NUR INSANI	82	80	75	78.10	B	3.00
18	2018	1618500065	WALIDIN	76	85	65	72.30	B	3.00
19	2018	1618500066	IRSYADI SABILA	76	85	80	79.80	B	3.00
20	2018	1618500067	ANNISA NADIA A NUR AFIFAH	92	85	85	87.10	A	4.00
21	2018	1618500070	NURUL FAHIMAH	76	85	72	75.80	B	3.00

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NAMA KELAS : VOCAB-B

MATA KULIAH : VOCABULARY

DOSEN : YUVITA

TAHUN AKADEMIK : 2018/2019/GANJIL

NO	TH MASUK	NIM	NAMA	UTS	TUGAS	UAS	ANGKA	AKHIR	BOBOT
1	2018	1618500003	ERDA AYU FEBBYANTI	72	80	70	72.60	B	3.00
2	2018	1618500005	MUJAYANTI	74	80	65	70.70	B	3.00
3	2018	1618500006	RIQKY NOVITA LARASATI	72	80	55	65.10	C	2.00
4	2018	1618500009	.M MUSTHOFA AQILIL	75	80	65	71.00	B	3.00
5	2018	1618500010	AULY NADHIFATUZ ZAHRO	56	75	60	61.80	C	2.00
6	2018	1618500012	AHMAD MAHASIN AQILIL	74	80	65	70.70	B	3.00
7	2018	1618500014	SHELA ARUM VIANA	86	80	70	76.80	B	3.00
8	2018	1618500017	FISAL SANDI PRADESTI SINAGA	70	75	60	66.00	C	2.00
9	2018	1618500022	LU'LU ILMA'WA ALFARAH	78	80	75	76.90	B	3.00
10	2018	1618500024	ELLY FAOZIAH	58	80	65	65.90	C	2.00
11	2018	1618500025	FATIA BANI ULFAH	70	80	55	64.50	C	2.00
12	2018	1618500026	ADRIAN CHANDRA WIBOWO	66	80	55	63.30	C	2.00
13	2018	1618500028	AGNESYA ZELLYCA ARDIANTI	84	80	75	78.70	B	3.00
14	2018	1618500030	DUWI DAMAYANTI	78	80	75	76.90	B	3.00

15	2018	1618500034	PUTRI AMELIAA	80	80	65	72.50	B	3.00
16	2018	1618500040	DIAS AULIAA SALSABILA	70	80	70	72.00	B	3.00
17	2018	1618500042	INDAH LARAS DWI SEPTIYANI	74	80	65	70.70	B	3.00
18	2018	1618500047	HANIFA AFRA NAZIHA	60	75	45	55.50	C	2.00
19	2018	1618500049	NIKMATUL INDAR ABADIAH	68	80	70	71.40	B	3.00
20	2018	1618500050	TITA ANGGUN CAHANAYA	74	80	65	70.70	B	3.00
21	2018	1618500058	TRI NUR INDAH OCTAVIANI	78	80	65	71.90	B	3.00
22	2018	1618500059	MUHAMMAD ATHIF ANWARI	75	80	65	71.00	B	3.00
23	2018	1618500060	VENNY Fiolita	80	80	65	72.50	B	3.00
24	2018	1618500068	MUTIARA JALASENA	70	80	60	67.00	C	2.00

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MATA KULIAH : VOCABULARY

DOSEN : YUVITA

TAHUN AKADEMIK : 2018/2019/GANJIL

NO	TH MASUK	NIM	NAMA	UTS	TUGAS	UAS	ANGKA	AKHIR	BOBOT
1	2016	1616500014	FADH HUSAYNA	0	0	55	27.50	E	0.00
2	2018	1618500001	FITRIDIANI RIZQI	74	80	65	70.70	B	3.00
3	2018	1618500002	EKA OKTAVIANI ARIENTA KOESWORO	50	75	60	60.00	C	2.00
4	2018	1618500008	VINI AQILLA RAMADHANTY	75	75	66	70.50	B	3.00
5	2018	1618500013	RATNA AGUSTINA WIKO KUSUMAWARDHANI	60	80	60	64.00	C	2.00
6	2018	1618500016	SHEPTY ISNAENY FAHMILIYA	75	80	65	71.00	B	3.00
7	2018	1618500019	NUR LINTANG ARUMSARI	66	85	75	74.30	B	3.00
8	2018	1618500021	NIJMIA NURIL ALIYYAH	50	75	65	62.50	C	2.00
9	2018	1618500023	ANNISA HASANAH	60	80	65	66.50	C	2.00
10	2018	1618500029	FIDHLIYA AKRIMA	60	75	75	70.50	B	3.00
11	2018	1618500036	LULU UL MARATI	70	80	80	77.00	B	3.00
12	2018	1618500037	SARI MUTIA HESTI	60	75	65	65.50	C	2.00
13	2018	1618500041	DITA DWI LESTANI	66	75	65	67.30	C	2.00
14	2018	1618500043	KHARISMA SEKAR ARUM	60	75	50	58.00	C	2.00

15	2018	1618500045	DENA AGISIS TRIANA	66	75	65	67.30	C	2.00
16	2018	1618500048	MUHAMMAD RIKI FAHREZA	60	75	60	63.00	C	2.00
17	2018	1618500052	ELMA DWITA PUJI LESTARI	66	75	65	67.30	C	2.00
18	2018	1618500055	ILHAM ARIFFIANTO AZIZ	78	80	70	74.40	B	3.00
19	2018	1618500056	MUHAMMAD AKMAL FARIS	66	75	65	67.30	C	2.00
20	2018	1618500057	TRI BUNGA LESTARI	50	75	65	62.50	C	2.00
21	2018	1618500061	FAIQ AZIS	84	80	77	79.70	B	3.00
22	2018	1618500062	TUNARSIH	60	75	60	63.00	C	2.00
23	2018	1618500063	MUTIARA DWI APRILIA	66	75	65	67.30	C	2.00
24	2018	1618500064	TIARA PUTRI ANGGRAENI	60	75	65	65.50	C	2.00
25	2018	1618500069	VINA ADVIANTI	76	80	65	71.30	B	3.00

Instrument of Questionnaire

This Questionnaire are given to conducted a research entitled “The Correlation Between Students’ Habit of Listening English Song and Their Vocabulary Mastery”

Name :

Class :

Instruction:

For each statement, please give the checklist (√) if you Strongly Agree (SA), Agree(A) , Disagree (D), and Strongly Disagree (SD) for those statement.

a) Habit of Listening to English Songs

NO	Statements	Answer			
		SA	A	D	SD
1.	I am used to listening to English songs.				
2.	I listen to English songs to learn new words.				
3.	I listen to English songs more than once a day				
4.	I like to listening English song but I don’t intend to know the meaning of the lyrics				
5.	I think it doesn’t matter if we just listen to English song without knowing the meaning				
6.	I’m not accustomed of listen English song because I don’t like to learn the meaning of the lyrics				
7.	I’m so interested to listening to English Song but I can only understand some expression in the English songs				
8.	Listening to English songs, motivates me to learn English				
9.	I like to listening to English song because my friends like it				
10.	I feel bored every time I listen to English songs				
11.	I like to listen to English songs which is famous recently				

12.	I can't enjoy an English songs because I don't know the meaning of the song				
13.	I always listening to English songs before I study				

b) Vocabulary Mastery

NO	Statements	Answer			
		SA	A	D	SD
14.	I try to know the meaning of the lyrics to enrich my vocabulary				
15.	I can learn chunks from lyrics of the songs				
16.	I'm having a hard time to listen clearly the words use in the songs				
17.	I can't learn about low frequency words from the songs				
18.	If there are English song with interesting title, I will find out the meaning through the lyrics				
19.	Eventhough I often listen to English songs, I still find that English vocabulary is difficult to be mastered				
20.	I don't use the songs to learn about Academic words				
21.	Listening to English songs, make me know new vocabulary that I have never known before				
22.	I can learn more about idiom words through English Song				
23.	While listening to the English song, I also read the lyrics and looking for the High Frequency Words used in the songs				
24.	When I listen to English song , I read about grammatical function of the songs through the lyrics				
25.	I enjoy the English songs which use collocation words				

Warning # 849 in column 23. Text: in_ID
 The LOCALE subcommand of the SET command has an invalid parameter.
 It could
 not be mapped to a valid backend locale.
 CORRELATIONS
 /VARIABLES=X1 X2 X3 X4 X5 X6 X7 X8 X9 X10 X11 X12 X13 X14 X15
 X16 X17 X18 X19 X20 X21 X22 X23 X24 X25 X_Total
 /PRINT=TWOTAIL NOSIG
 /MISSING=PAIRWISE.

		X1	X2	X3	X4	X5	X6	X7
X1	Pearson Corelation	1	,296	,239	,511**	,130	-,174	,144
	Sig. (2-tailed)		,113	,203	,004	,493	,357	,448
	N	30	30	30	30	30	30	30

X2	Pearson Correlation							
		,296	1	,464**	,554**	,535**	,200	,096
	Sig. (2-tailed)	,113		,010	,001	,002	,289	,615
	N	30	30	30	30	30	30	30
X3	Pearson Correlation							
		,239	,464**	1	,208	,680**	,129	,159
	Sig. (2-tailed)	,203	,010		,270	,000	,498	,400
	N	30	30	30	30	30	30	30
X4	Pearson Correlation							
		,511**	,554**	,208	1	,218	,189	-,085
	Sig. (2-tailed)	,004	,001	,270		,247	,317	,654
	N	30	30	30	30	30	30	30

X5	Pearson Correlation							
		,130	,535**	,680**	,218	1	,394*	,260
	Sig. (2-tailed)	,493	,002	,000	,247		,031	,165
	N	30	30	30	30	30	30	30
X6	Pearson Correlation							
		-,174	,200	,129	,189	,394*	1	,328
	Sig. (2-tailed)	,357	,289	,498	,317	,031		,076
	N	30	30	30	30	30	30	30
X7	Pearson Correlation							
		,144	,096	,159	-,085	,260	,328	1
	Sig. (2-tailed)	,448	,615	,400	,654	,165	,076	
	N	30	30	30	30	30	30	30

X8	Pearson Correlation							
		,114	,036	,247	,015	,067	,217	,280
	Sig. (2-tailed)	,549	,850	,188	,939	,724	,249	,134
	N	30	30	30	30	30	30	30
X9	Pearson Correlation							
		,057	,029	,089	-,206	,218	,155	,511**
	Sig. (2-tailed)	,766	,878	,640	,274	,247	,414	,004
	N	30	30	30	30	30	30	30
X10	Pearson Correlation							
		,033	,270	,138	,018	,084	-,259	-,033
	Sig. (2-tailed)	,863	,149	,469	,923	,658	,167	,863
	N	30	30	30	30	30	30	30
X11	Pearson Correlation							
		,087	,380*	,251	,231	,167	-,224	-,087

	Sig. (2-tailed)							
		,647	,038	,182	,219	,376	,233	,647
	N	30	30	30	30	30	30	30
X12	Pearson Correlation							
		,291	,120	,183	,098	,089	,247	,408*
	Sig. (2-tailed)							
		,119	,529	,334	,608	,638	,189	,025
	N	30	30	30	30	30	30	30
X13	Pearson Correlation							
		,122	,018	,055	,117	,000	,147	,400*
	Sig. (2-tailed)							
		,521	,925	,775	,539	1,000	,437	,028
	N	30	30	30	30	30	30	30
X14	Pearson Correlation							
		-,022	,045	-,091	,231	-,056	-,224	,022
	Sig. (2-tailed)							
		,909	,814	,632	,219	,770	,233	,909
	N	30	30	30	30	30	30	30

X15	Pearson Correlation							
		,482**	,432*	,193	,671**	,236	-,068	-,021
	Sig. (2-tailed)	,007	,017	,307	,000	,208	,720	,914
X16	N	30	30	30	30	30	30	30
	Pearson Correlation							
		-,110	-,057	-,317	,015	-,494**	-,550**	-,303
X17	Sig. (2-tailed)	,562	,767	,088	,936	,006	,002	,104
	N	30	30	30	30	30	30	30
	Pearson Correlation							
X18		,133	,042	,129	,189	,236	-,118	-,133
	Sig. (2-tailed)	,482	,825	,498	,317	,208	,535	,482
	N	30	30	30	30	30	30	30
X18	Pearson Correlation							
		,383*	,098	,150	,401*	,221	,203	,479**

	Sig. (2-tailed)							
		,037	,605	,429	,028	,242	,282	,007
	N	30	30	30	30	30	30	30
X19	Pearson Correlation							
		,106	-,218	,028	-,238	-,136	-,354	,159
	Sig. (2-tailed)							
		,576	,247	,884	,206	,473	,055	,400
	N	30	30	30	30	30	30	30
X20	Pearson Correlation							
		,160	,334	,347	,072	,330	,026	,117
	Sig. (2-tailed)							
		,399	,071	,060	,705	,075	,891	,539
	N	30	30	30	30	30	30	30
X21	Pearson Correlation							
		,391*	,200	,272	,218	,167	,079	,260
	Sig. (2-tailed)							
		,033	,288	,146	,247	,379	,679	,165

N		30	30	30	30	30	30	30
X22	Pearson Correlation							
		,279	-,018	,226	,106	,069	,093	,396*
	Sig. (2-tailed)	,135	,923	,230	,578	,716	,626	,030
	N	30	30	30	30	30	30	30
X23	Pearson Correlation							
		,239	-,082	,028	,059	,000	-,032	,159
	Sig. (2-tailed)	,203	,667	,884	,755	1,000	,866	,400
	N	30	30	30	30	30	30	30
X24	Pearson Correlation							
		,466**	,478**	,183	,488**	,268	,247	,408*
	Sig. (2-tailed)	,009	,008	,334	,006	,152	,189	,025
	N	30	30	30	30	30	30	30

X25	Pearson Correlation							
		,694**	,356	,181	,267	,111	-,342	-,043
	Sig. (2-tailed)	,000	,053	,337	,154	,559	,065	,820
	N	30	30	30	30	30	30	30
X_Total	Pearson Correlation							
		,604**	,593**	,557**	,545**	,517**	,120	,494**
	Sig. (2-tailed)	,000	,001	,001	,002	,003	,528	,006
	N	30	30	30	30	30	30	30

